DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE

Criteria for Clinical Faculty

OSU
THE COLLEGE OF HUMAN ENVIRONMENTAL SCIENCES

Approved October 3, 2008
CRITERIA FOR CLINICAL FACULTY

CLINICAL FACULTY:
Each faculty member will be evaluated based on his or her academic assignment. Assignments will vary in terms of focus and distribution of effort among instruction, research, extension/outreach, and service responsibilities. Clinical appointments are designed to be complimentary to other faculty appointments in fulfilling the responsibilities of the department. Clinical faculty members are hired for their professional experience in the field in order to offer the department the benefit of their clinical expertise. Their primary role is to prepare students for professional practice. These clinical strengths complement the strengths of other department faculty members.

A hierarchy of importance between tenure track and clinical track faculty is not implied by the existence of these categories. The key distinction between promotion in the clinical tracks versus tenure track is that for tenure track faculty performance is evaluated in all four areas of instruction, research, extension/outreach, and service whereas clinical track faculty have obligations to only one, two, or three of these four primary missions. Within these four areas of responsibility, performance will be evaluated according to scholarly achievement in the assigned area(s), independent of the type of appointment. Each faculty member in the professorial ranks, regardless of their appointment, is expected to engage in appropriate scholarship or other creative activity and to be collegial members of the department, college, university and their profession.

Clinical faculty members will be evaluated based on their academic assignment. Assignments will vary in terms of focus and distribution of effort among instruction, clinical supervision, clinical direction, extension/outreach, and service responsibilities. The clinical faculty position does not have a research component or expectation of research publication; however professional productivity and professional service may involve research in some cases.

ACADEMIC RANKS:
The clinical faculty policy information pertaining to description of ranks and appointment timelines can be found in the Policy Statement Clinical Faculty Track (Non Tenure Track) of Oklahoma State University (OSU Policy and Procedures #2-0903). All clinical faculty will be expected to provide clinical supervision, teaching and clinical care (OSU Faculty Handbook 1.5.2 and 2-0903 Academic Affairs, 10.06) as defined by each individual department.

Standards and Expectations for Reappointment and Promotion of Clinical Faculty

Initial appointment at the rank of clinical instructor, clinical assistant professor, clinical associate professor or clinical professor reappointment will be on the following schedule:

CLINICAL INSTRUCTORS:
Faculty members appointed to the rank of clinical instructor are expected to have earned at least a masters degree in his or her field; to have experience in clinical or other professional practice; to demonstrate an established record of competence in teaching and in clinical supervision and/or direction (as appropriate to the position description); and to show competence in professional productivity and service; to demonstrate contributions in departmental and professional service, including but not limited to clinical service.

Initial appointment will be for a one year term with reappointment for a one year term.

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CLINICAL ASSISTANT PROFESSORS:
Faculty members appointed to the rank of clinical assistant professor are expected to hold the doctorate; to have experience in clinical or other professional practice; to demonstrate an established record of competence in teaching and in clinical supervision and/or direction (as appropriate to the position description); and to show competence in professional productivity and service; to demonstrate contributions in departmental and professional service, including but not limited to clinical service.

Initial appointment will be for a three-year term with reappointment for a three-year term.

CLINICAL ASSOCIATE PROFESSOR AND CLINICAL PROFESSOR:
Faculty members promoted, appointed or reappointed to the rank of clinical associate professor or clinical professor are expected to hold the doctorate; to have documented successful experience in clinical or other professional practice; to show sustained evidence of competence in teaching and in clinical supervision and/or direction (as appropriate to the position description); and to show evidence of competence in professional productivity and service; to demonstrate contributions in departmental and professional service, including but not limited to clinical service.

Reappointment will typically be for a five-year term, though recommendations for a three- or four-year term may be considered.
CRITERIA FOR INSTRUCTION - CLINICAL

CLINICAL INSTRUCTOR: During the years in this rank, a faculty member will develop the following competencies:

- Development of competency in clinical practice that has had and will continue to have demonstrable effect on outcomes within a practice setting.
- Development of competency in teaching including communication skills, stimulation of thinking, interaction with students, knowledge, and course management.
- Development of competency in advising undergraduate and/or graduate students.
- Demonstration of professional development in subject area.

CLINICAL ASSISTANT PROFESSOR: Develop competence in teaching and/or in clinical service. Satisfactory performance in items 1-7 must be demonstrated for a candidate to be considered for first reappointment. Competence for advancement will be assessed by demonstrated achievement in items 1-9 and development toward the next rank. Clinical faculty are not expected to serve as a chair on an M.S. and/or Ph.D. committee. However, clinical assistant professors may serve as a member on M.S. and/or Ph. D. graduate committees and may serve as a chair on M.S. and/or Ph.D. level graduate committees and demonstrate ability to direct thesis, dissertation, or equivalent project to completion.

EXPECTATIONS

1. Demonstrate ability to develop course syllabi, and develop and provide examples of syllabi that foster creative and critical thinking.
2. Plan, organize, and deliver breadth and depth of subject matter content in courses or outreach education.
3. Develop or acquire instructional materials such as course packets, effective assignments, and other course media.
4. Integrate faculty’s own research, if applicable and that of others in course syllabi and course content or outreach education.
5. Advise undergraduate majors, if part of assignment.
6. Participate in efforts to recruit and retain students.
7. Attend professional meetings, workshops and/or courses to attain and integrate current knowledge in the profession.
8. Contribute to the development and evaluation of departmental curricula.
9. Have an established record of sustained success in clinical or other professional practice.

CLINICAL ASSOCIATE PROFESSOR: Demonstrate effective teaching skills and/or in clinical service, foster creative and critical thinking, and contribute to the graduate and undergraduate academic programs. Clinical faculty are not expected to serve as a chair on an M.S. and/or Ph.D. committee. However, clinical associate professors may serve as a member on M.S. and/or Ph. D. graduate committees and may serve as a chair on M.S. and/or Ph.D. level graduate committees and demonstrate ability to direct thesis, dissertation, or equivalent project to completion.

Competence for advancement will be assessed by demonstrated achievement and growth in all of the following areas:
EXPECTEDATIONS

1. Demonstrate ability to develop course syllabi, and develop and provide examples of syllabi that foster creative and critical thinking.
2. Integrate breadth and depth of subject matter content in courses, clinical service or outreach education.
3. Foster creative and critical thinking through instruction, clinical service or other professional practice.
4. Develop or acquire innovative instructional materials such as course packets, effective assignments, and other appropriate course media.
5. Integrate faculty’s own research, if applicable and that of others in course syllabi and course content or outreach education.
6. Demonstrate consistent positive performance and ratings through student and peer evaluations.
7. Advise undergraduate majors, if part of assignment.
8. Demonstrate a record of teaching that is current and fits the changing needs of knowledge in the field.
9. Demonstrate intellectual growth by attending professional meetings, workshops, and/or courses to attain and integrate recency of knowledge in the profession.
10. Participate in development and evaluation of departmental curricula.
11. Assist students/staff in developing presentations and other creative activities.
12. Have an established record of sustained success in clinical or other professional practice.

CLINICAL PROFESSOR: Demonstrate effective teaching skills and/or clinical service and contribute to innovation and assessment of academic curricula. Clinical faculty are not expected to serve as a chair on an M.S. and/or Ph.D. committee. However, clinical professors may serve as a member on M.S. and/or Ph.D. graduate committees and may serve as a chair on M.S. and/or Ph.D. level graduate committees and demonstrate ability to direct thesis, dissertation, or equivalent project to completion.

Demonstrated achievement and growth in all of the following areas will indicate competence:

EXPECTEDATIONS

1. Develop and provide examples of course syllabi that foster creative and critical thinking, and utilize innovative teaching strategies.
2. Integrate breadth and depth of subject matter content in courses or outreach education.
3. Mentor junior faculty in fostering creative and critical thinking in their instruction and/or clinical service.
4. Develop or acquire innovative instructional materials such as course packets, effective assignments, and other appropriate course media.
5. Demonstrate consistent positive performance and ratings through student and peer evaluations.
6. Integrate faculty’s own research, if applicable, and that of others in courses.
7. Develop and implement innovative teaching techniques and approaches.
8. Mentor junior faculty and/or graduate research associates in developing teaching strategies, clinical skills, course syllabi, effective assignments and other student assessment tools.

9. Advise undergraduate majors and mentor junior faculty in advising undergraduate majors.

10. Provide leadership in developing strategies for recruitment and retention of students.

11. Provide leadership in development and evaluation of departmental curricula.

12. Have an established record of sustained success in clinical or other professional practice.
An HDFS clinical faculty member is responsible for the application of scholarship made available through instruction, consultation, and technical assistance to help external audiences resolve needs, problems, and issues. The goal for resident instruction faculty is to develop and demonstrate competence in extension/outreach activities that communicate and incorporate the scholarly interests of the department with the broader community.

There are two broad extension/outreach competencies: instruction and assistance in one’s area of expertise. A faculty member is expected to demonstrate both of these competencies, but may emphasize one rather than the other.

Examples of resident instruction extension/outreach include but not limited to:

- Off-campus credit and non-credit instruction
- Technology Transfer
- Program Evaluation
- Consultation with External Groups
- Policy Analysis
- Program Design
- Clinical Assessment and Services
- Application of Research Findings
In addition to the expectation for the Human Development and Family Science faculty, all clinical faculty will be expected to provide clinical supervision, teaching, and clinical service.

Evidence of accomplishments might include, but is not limited to, the following:

- Department, college, and university committee memberships
- Leadership and participation in department, college, and university activities
- Advisor for departmental club, honors society, other
- Curriculum and program development
- Presentations at local, state, regional, and national professional meetings
- Professional consultation
ROLES AND RESPONSIBILITIES OF INDIVIDUALS AND COMMITTEES FOR CLINICAL RANK PROMOTION

CANDIDATE:
The candidate for promotion is to notify the department head/school director and the Dean of their intention to apply for promotion and to provide documentation of performance, based upon departmental/school criteria. Working with the department head/school director, the candidate prepares a documentation file summarizing the history of the faculty member’s appointment and support for the action requested. Section 2.2 in OSU Policy and Procedures #2-0902 provides guidelines for preparation of the documentation file.

The candidate should review the documentation file and the Promotions Recommendations Form—Development of the Promotion Documentation File and certify it is accurate and complete before the evaluation process proceeds. At any point in the process, a candidate may elect by written request to withdraw his/her name from further consideration.

ADMINISTRATION:
Within three months of initial appointment, the department head/school director is responsible for establishing a plan with each clinical faculty member for promotion, providing appropriate forms and timelines. The department head/school director should work with the candidate to prepare the documentation file before any evaluation process commences. The department head/school director should continue to work with each faculty member to ensure they are aware of the college and their department promotion processes, their stage in the process and impending deadlines.

After the appropriate department/school RPT committee has completed an assessment of the candidate and forwarded a Statement of Recommendation to the department head/school director, the department head/school director prepares a Statement of Recommendation that indicates his/her own evaluation of the faculty member’s credentials in comparison to the criteria. The department head/school director then forwards to the Dean and to the chair of the CHES RPT Committee his/her Statement of Recommendation, the associate deans’ comments, and the Statement of Recommendation of the department/school RPT committee. The candidate’s documentation file is forwarded to the chair of the CHES RPT Committee.

After the CHES RPT Committee has completed their assessment of the candidates and forwarded their Statements of Recommendation to the Dean, the Dean shall review each promotion action from the department/school, department head/school director and/or the CHES RPT Committee and make a decision to promote or not promote the candidate.

GRIEVANCE PROCESS:
If the faculty member has a grievance related to the promotion process, the procedure will follow Appendix E Dispute Resolution Procedure outlined in the OSU Faculty Handbook pages 82-88.
CRITERIA FOR EXTERNAL REVIEW – CLINICAL

External review, by other professionals outside the University, is required for promotion. It is to be directed by the department head/school director. In soliciting external reviews, the department/school expresses its confidence in the professionalism of those whose judgments are sought. Department/school/college committees, the department head/school director and the Dean must assess and weigh the content of external reviews within the context in which they were provided and as part of the information about the candidate.

Each department/school shall develop a procedure for solicitation of external reviews that is consistent with the following criteria:

1. The candidate shall submit a list of names of potential external reviewers in a position similar to the position sought. The candidate also may provide names of persons who should not review their file. The department head/school director and the department/school RPT committee will select four to five reviewers which will include at least two persons from the candidate’s list. The final identification of the reviewers remains the responsibility of the department/school RPT committee.

2. The external review should not be considered complete without responses from at least three reviewers. If three reviews are not received in a timely manner, the department head/school director will take a proactive role in reminding reviewers or soliciting additional reviews in order to complete the file.

3. External reviewers will receive the mission statements, position description, promotion criteria, vita, samples of scholarly activities, and the faculty member’s instruction and scholarship self assessments.

4. A copy of the letter requesting the external review of the candidate’s materials as well as a copy of all materials sent to external reviewers will be kept in the department/school office by the department head/school director.

5. Because external reviewers have access to examples of work, rather than the full document file, external reviews will serve as only one source of information to be considered in the promotion process.

A candidate may waive the right to access outside reviews. Such waivers shall not be assumed, implied or coerced, and must be executed in writing prior to solicitation of outside reviews. The scope of the waiver shall be clearly indicated in writing prior to solicitation of outside reviews. A copy of the executed waiver shall become a part of the documentation file. Any letter soliciting outside review shall inform the potential reviewer of the extent to which the contents of the review will be known to the candidate.

With the exception of peer review letters which the candidate has waived his/her right to access, all materials in the documentation file should be available for review by the candidate. Peer review letters should be placed in a colored file folder with the signed waiver form attached to the outside of the folder.